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EDUC 533

**Designing an Assessment Plan**

Pre-Assessment – Students will be assessed on their knowledge of concepts from a previous content area unit through brainstorming and their initial written explanation of their chosen topic. The teacher will already have knowledge of the other prerequisite skills. The pre-assessment is already part of our unit.

Entry level skills – If students are unable to explain a concept from the previous unit the teacher will provide support for the student to revisit previous concepts.

Formative Assessment

* A rubric will be used to assess drafts
* Research Graphic Organizer
* Exploring Comics Worksheet
* Peer Editing form
* Audience Plan
* Writing Notebook

Summative Assessment

* Upon completion of their final product the rubric will be used to assess expectations met.

Assessment Overview

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| **FACET** | **Overarching**  **Understanding** | **Essential Questions** | **Learning Objectives** | **ASSESSMENT**  **EVIDENCE** |
| Explanation | Students will explain an important concept of their choosing from a recent content area unit. | 1. What concepts do I know about from the unit and which concept am I able to explain?  2. How do I write an explanation? | 1. Brainstorm a list and choose a topic.  2. Write an explanation. | Brainstorm list stating chosen concept  Written explanation of topic |
| Interpretation | Students will examine various content area and genre materials to prepare information about a concept which will be explained as a comic. | 1. What are the various ways to explain my concept?  2. What are the important features and characteristics of comics? | 1. Students will research their concept to identify different ways in which the information is presented.   2. Students will read and explore comics and graphic novels to familiarize themselves with the text features and characteristics of the comic format. | Research Graphic Organizer  Exploring Comics Worksheet |
| Application | Students use the writing process to plan, design, and write a comic that explains their concept. | 1. What is my plan for writing a comic?  2. How can I revise my writing to best explain my concept? | 1. Students will prepare a storyboard that shows their writing plan. 2. Students use their storyboard to write a draft of their comic. 3. After revision and editing, students prepare a final version of their comic to publish for others to read. | Storyboard  First Draft, following drafts, and published final draft |
| Perspectives | Students will take on the role of writer, editor, and reader to experience the many perspectives involved in writing. | 1. What changes do I need to make in order to improve my comic?  2. What changes can my classmate make to improve their comic? | 1. Students will read, revise, and edit their own work.   2. Students will read and suggest revisions for their classmates’ comic. | Collection of drafts  Peer-editing form |
| Empathy | Students will imagine themselves as the diverse learners that will read their comic in order to meet the needs of their audience. | 1. What are the confusing understandings about my topic for other people?  2. What does my audience need to understand the concepts? | 1. Students will discuss possible difficulties readers might have in understanding their concept.   2. Students will prepare a plan for how they will think about audience as they complete their comic. | Audience Plan |
| Self-Knowledge | Students will reflect upon their use of the writing process, learning, and accomplishments in a writer’s notebook throughout the unit. | 1. What are my strengths and weaknesses as I work through and complete this project? | 1. Students will write a reflection or respond to questions each day about their learning, difficulties, and progress in their writer’s notebook. | Writer’s Notebook |

Assessments/Assessment Evidence

Brainstorm List: The students’ lists will be used as an informal pre-assessment written in there writer’s notebook. The teacher will check for multiple concepts listed related to the previous content-area unit. The students must also choose one of the listed concepts for their comic.

Initial Written Explanation of Concept: Also a pre-assessment, the students will write an explanation of their chosen topic without instruction or research. The teacher will be able to see the student’s level of understanding of the concept and use the expository writing rubric to identify areas for improvement. This first use of the rubric will also allow the teacher and students to see their progress throughout the course of the unit.

Research Graphic Organizer: The students will organize their research information to help write their own explanation of the concept. The teacher will use this as an informal check for understanding and possible misconceptions.

Exploring Comics Worksheet: After an introduction to comics and time to experience and explore the genre, students will complete the worksheet. The teacher will check for clear, appropriate answers for each question.

Peer Editing Form: The students will edit at least one peer’s comic using this form. The assessment criteria are based on completion and respectful comments.

Audience Plan: The teacher will assess students’ ability to address audience. Students need to describe the audience and state at least two ways that audience affects their writing.

Writer’s Notebook: The writer’s notebook is used throughout the unit as an informal, formative assessment. The teacher will read notebook entries to check for understanding and address challenges or needs.

Expository Writing Rubric: The rubric will be used to assess the writing portion of all rough drafts and the final product.

Comic Rubric: The rubric will be used to assess the comic portion of all rough drafts and the final product.